

Abstrak

Penelitian ini bertujuan ingin mengetahui karakteristik sekolah dasar yang sebagian besar siswanya dari keluarga miskin yang terpinggirkan, mengetahui kompetensi pedagogik guru dan kemampuannya dalam merencanakan serta melaksanakan pembelajaran.

Penelitian deskriptif ini dilaksanakan di SD-SD miskin di wilayah kota Yogyakarta dengan sampel penelitian siswa, guru dan kepala sekolah yang diambil secara purposive rambang berstrata. Pengumpulan data menggunakan wawancara, angket, tes, dan pengamatan. Data dianalisis secara deskriptif kualitatif dan kuantitatif.

Hasil penelitian menunjukkan: 1) Kondisi siswa sebagian besar dari keluarga miskin dan terpinggirkan, harus membantu bekerja orang tuanya, beberapa yatim/piatu, *broken home*, sebagian tidak tercatat sebagai warna negara, motivasi belajar rendah, emosi labil, bicara dan perilakunya cenderung kasar dan arogan, tidak menghormati guru, dalam belajar pasif dan kurang konsentrasi, kemampuan akademik rendah dan sebagian anak berkebutuhan khusus (ABK). 2) Kondisi sekolah rata-rata setiap rombel 15 siswa, ada mushola, kamar mandi/WC untuk guru bersama siswa. Tidak ada kantin, UKS perpustakaan dan laboratorium. Pembelajaran dilakukan di kelas dan di lapangan. Guru, karyawan dan kepala sekolah ada dalam satu ruangan. Fasilitas sekolah masih dapat digunakan. Ada ruang kelas yang sudah dipasang LCD proyektor. Prestasi sekolah selalu berada di paling bawah jika dibandingkan sekolah-sekolah lainnya. 3) Kemampuan pedagogik guru cenderung rendah yaitu; 36% cukup, 51% kurang dan 13% sangat kurang. Kemampuan tertinggi pada aspek mengetahui perkembangan dan karakteristik siswa, menggunakan media dan kegiatan pembelajaran sesuai kemampuan dan kondisi siswa. 4) Rencana pembelajaran (RPP) yang dibuat guru tidak dijadikan pedoman pembelajaran. Komponen-komponen RPP tidak disusun secara konsisten sebagai suatu sistem. Kegiatan pembelajaran sudah meliputi pembukaan, inti dan penutupan, namun kurang mengakomodasi perbedaan siswa dan guru cenderung memberikan perlakuan yang sama pada seluruh siswa.

Kata kunci: siswa miskin dan terpinggirkan, pembelajaran, kompetensi pedagogik

Abstract

Research is intended to figure out the characteristics of elementary schools whose students come from poor families, as well as to find teacher's pedagogical competency and their abilities in planning and conducting education.

This descriptive study is initiated in poor elementary schools in Yogyakarta City by taking samples of students, teachers, and school principals done by stratified purposive sampling technique. Data collection is accomplished by interviews, questionnaires, tests, and observations. Data is analyzed by qualitative and quantitative descriptive methods.

Research results show that: 1) Students, whose family is in poverty, must work to support their parents. Orphans, broken home children, some of them are not legally registered as Indonesian citizens. They have low motivation to learn, unstable emotion, tend to be rude and harsh, disobey the teachers, passive and lack of concentration in learning, academically weak, and often categorized as Child with Special Needs. 2) In average, each learning group in those poor elementary schools consists of 15 students facilitated by praying rooms and restrooms for students and teachers. There are no canteens, school health units, libraries, and laboratories. Teachings are done in classrooms and school yards. Teachers, staffs, and principals all work in the same room. School facilities can still be used. Several classrooms are equipped with LCD projector. School's achievements are always in the lowest ranking compared with the other schools. 3) Teachers' pedagogic ability tend to be low, there are; 36% are average, 51% are low, and 13% are very low. Teachers' highest ability is in knowing the characteristics and development process of their students, and employing learning instruments and activities in accordance with students' condition. 4) Learning plan (Rencana Pelaksanaan Pembelajaran) made by the teachers are not used properly as guidelines. RPP's components are not consistently composed as a system. Learning activities include introduction, main topic, and conclusion, but they do not accommodate student's diversities and teachers tend to give similar care for every student.

Key words: poor student, learning, pedagogic competency